DOCUMENT RESUME

ED 426 284 CE 077 989

AUTHOR	Allen, Lili; DiBona, Natanya; Reilly, Michael Chavez
TITLE	A Guide to Involving English Language Learners in School to Career Initiatives.
INSTITUTION	Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-00-00
NOTE	74p.
CONTRACT	RJ96006401
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Career Education; *Education Work Relationship; *English (Second Language); High School Equivalency Programs; Integrated Curriculum; *Limited English Speaking; *Second Language Instruction; *Vocational Education; *Work Experience Programs

ABSTRACT

This guidebook provides suggestions and directions for increasing and improving English language learners' involvement in school-to-career initiatives across the country. It describes model career initiatives that either target or include significant numbers of English language learners, and it analyzes some school restructuring issues raised by the research conducted for this book. Chapter 1 presents a typical school-to-career program design and describes the benefits for English language learners. It explains some of the challenges that arise when involving English language learners in school-to-career initiatives and offers possible solutions. Chapter 2 provides case studies of internships, community service learning, project-based learning, and job shadowing programs that are organized around the needs of English language learners. Chapter 3 focuses on school restructuring issues, providing several examples. Chapter 4 discusses next steps for practitioners who seek to integrate English language learners into school-to-career programs. Three appendices contain the following: (1) discussion of education for English language learners; (2) glossary; and (3) list of people interviewed. (Contains 12 references.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 284

CE

A Guide to Involving English Language Learners in School to Career Initiatives

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Lili Allen
Natanya DiBona
Michael Chavez Reilly

Jobs for the Future

CE 011 989

LAB

Northeast and Islands Regional Educational Laboratory at Brown University

The LAB, a program of The Education Alliance at Brown University, is one of ten federally supported educational laboratories in the nation. Our goals are to improve teaching and learning, advance school improvement, build capacity for reform, and develop strategic alliances with key members of the region's education and policy making community.

The LAB develops educational products and services for school administrators, policymakers, teachers, and parents in New England, New York, Puerto Rico, and the Virgin Islands. Central to our efforts is a commitment to equity and excellence.

Information about LAB programs and services is available by contacting:

LAB at Brown University
The Education Alliance
222 Richmond Street, Suite 300
Providence, RI 02903-4226

Phone: 800 521-9550
Email: lab@brown.edu
Web: http://
www.lab.brown.edu
Fax: 401 421-7650

Jobs for the Future (JFF) is a LAB partner organization. JFF is a national non-profit organization that works to strengthen the foundation for economic opportunity and civic health in America by advancing the understanding of the skills and knowledge required for success in the new economy. JFF works locally and nationally to develop innovative workforce development solutions that help people make effective lifelong transitions between work and learning.

This book draws upon learning from Jobs for the Future's Benchmark Communities Initiative. Major funders include The Pew Charitable Trusts, The DeWitt Wallace-Reader's Digest Fund, and the Ewing Marion Kaufmann Foundation.

About the Authors:
Lili Allen is Senior Project Manager at JFF.
Natanya DiBona and Michael Chavez Reilly are Project Associates at JFF.

Copyright © 1998 LAB at Brown University.
All rights reserved.

This publication is based on work supported by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number RJ96006401. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of OERI, the U.S. Department of Education, or any other agency of the U.S. Government.

TABLE OF CONTENTS

ACKNOWLEDGMENTS 2

INTRODUCTION 3

CHAPTER I: ENGLISH LANGUAGE LEARNERS AND SCHOOL-TO-CAREER 7

- An Overview of School-to-Career 7
- The Promise of School-to-Career for English Language Learners 9
- Integrating English Language Learners into School-to-Career Initiatives: Challenges and Solutions 12

CHAPTER II: CASE STUDIES OF SCHOOL-TO-CAREER INITIATIVES FOR ENGLISH LANGUAGE LEARNERS 17

- The Internship Program at International High School, New York City ...17
- Project-Based Learning at Cambridge Rindge and Latin School, Cambridge, Massachusetts 26
- School-Based Enterprise: Student Entrepreneur Center, Ysleta, Texas.. 32
- Community Service Learning Program: Coca-Cola Valued Youth Program 36

CHAPTER III: SCHOOL RESTRUCTURING ISSUES 43

- Small Learning Communities 44
- School-to-Career Preparatory Classes 48
- Extended Use of Bilingual Staff 50

CHAPTER IV: FIRST STEPS TO INCREASE THE INVOLVEMENT OF ENGLISH LANGUAGE LEARNERS IN SCHOOL-TO-CAREER 53

- School Structure 53
- Community Involvement 56

CONCLUSION 61

ENDNOTES 62

APPENDIX I: EDUCATION FOR ENGLISH LANGUAGE LEARNERS 65

APPENDIX II: GLOSSARY OF TERMS 68

APPENDIX III: INTERVIEWEES 69

REFERENCES 72

ACKNOWLEDGMENTS

The authors would like to thank the following individuals for their constructive comments on drafts of this document:

Linda Cantu, Intercultural Development Research Association; Joe DiMartino, Northeast and Islands Regional Educational Laboratory at Brown University; Anne Dolan, Boston Public Schools; Nancy Hill, Northeast and Islands Regional Educational Laboratory at Brown University; Joy Kreeft Peyton, Center for Applied Linguistics; Elsa Montano-Arroyo, Boston Public Schools; Barbara Garner, World Education; Sue Goldberger, Jobs for the Future; Richard Kazis, Jobs for the Future; Judy Taylor, Jobs for the Future.

INTRODUCTION

This guidebook provides suggestions and directions for increasing and improving English language learners' involvement in school-to-career initiatives across the country. It describes model career initiatives that either target or include significant numbers of English language learners, and it analyzes some school restructuring issues raised by the research conducted for this guidebook.

This guidebook addresses two audiences: (1) teachers and administrators of bilingual education programs, and (2) practitioners and policymakers in the school-to-career field. It seeks to foster further communication between the two groups and spawn additional school-to-career initiatives for English language learners.

In the last decade, public attention in the United States has focused on the role of schools in preparing young people for success beyond high school. Businesses, educators, and policymakers are asking public schools to deliver new, cross-cutting skills required for employment, including the abilities to solve semi-structured problems, work in groups with people of various skill levels and diverse ethnic/racial backgrounds, and communicate effectively, both orally and in writing. A host of elementary, middle, and high school teachers are finding that authentic experiential learning effectively counters the ever-growing issue of student disengagement. At the same time, cognitive scientists are discovering that this type of active, or contextual, learning can be more effective with a wide variety of learning styles than traditional pedagogies.

A movement known as *school-to-work*, or *school-to-career*[1] embodies these trends by seeking to transform the structure and pedagogy of public education in order to improve the outcomes of young people in postsecondary institutions and in the labor

market. In 1994, the passage of the National School To Work Opportunities Act gave the fledgling movement a boost. This infusion of significant federal funds into states and local districts has helped to further develop school-to-career systems.

Many bilingual educators and advocates have viewed the advent of school-to-career with some trepidation. Their concerns have centered around two issues: (1) ensuring that English language learners have access to the employment opportunities and innovative pedagogical strategies generated by school-to-career initiatives, and (2) ensuring that school-to-career initiatives do not fall into the time-worn trap of tracking poor and minority students into vocational programs, thereby short-circuiting their access to college.[2]

In many communities, however, school-to-career initiatives present enormous opportunities for English language learners.[3] These initiatives can promote the integration of English language learners into the community, foster language development in real-world contexts, provide much-needed employment opportunities, and offer traditionally disenfranchised young people the opportunity to have a positive impact on the neighborhoods in which they live.

During a six-month period in 1997, Jobs for the Future conducted a national survey of school districts and school-to-career initiatives that have successfully involved English language learners. In addition, the Jobs for the Future team conducted research in Boston, a city widely known for its ProTech internship program[4] but less well-known for the recent strides taken by the Boston Public Schools to extend school-to-career activities to students in bilingual programs. Boston's strategies to involve English language learners in school-to-career initiatives, described in Chapter 3, represent a wide range of educational options for English language learners that can be replicated by other school systems.

Chapter 1 provides a typical school-to-career program design for those who are new to the field. It describes the promise that school-to-career holds for English language learners. It presents some of the challenges that arise when involving English language learners in various school-to-career initiatives and offers possible solutions so that educators will have useful materials to guide them through similar problems.

Chapter 2 provides case studies of internships, community service learning, project-based learning, and job shadowing programs that are organized around the needs of English language learners. Accompanying each case study is a discussion of strategies that are adaptable to other settings. The purpose is to raise awareness about opportunities in the community with potential for addressing the needs of English language learners.

Chapter 3 focuses on the school restructuring issues that this research raises. Many schools are discovering that moving from a small, discrete "pull-out" program to one that reaches large numbers of students requires changes in staffing patterns, student clustering, and scheduling. It presents ideas on how to move in this direction and includes several examples.

Chapter 4 discusses next steps for practitioners who seek to further integrate English language learners in school-to-career programs. It is designed to serve as a resource for further exploration of the topic.

This guidebook was prepared by Jobs for the Future for the Northeast and Islands Regional Educational Laboratory at Brown University. Jobs for the Future is solely responsible for its contents.

CHAPTER 1: ENGLISH LANGUAGE LEARNERS AND SCHOOL-TO-CAREER

An Overview of School-to-Career

The School To Work Opportunities Act of 1994 charged state and local partnerships of schools, businesses, government, and postsecondary institutions with creating school-to-career systems of school-based and work-based learning that would deliver high-level academic and workplace skills. In 1994, eight states and 15 local partnerships received implementation grants under the act. An additional 19 states and 37 local partnerships were award recipients in 1995, and, in 1996, 10 additional states were award recipients.[5] Implementation of school-to-career systems has varied tremendously. Some localities have developed small, stand-alone pilot programs for a subset of students, while others have undertaken district-wide restructuring efforts to provide school-to-career opportunities to all students.

How do school-to-career initiatives integrate classroom learning with learning in business and community settings? How can students gain the chance to learn challenging subject matter through an integrated academic and applied curriculum that emphasizes higher-order thinking skills? The following points highlight some of the most beneficial aspects of school-to-career initiatives.

- High-quality school-to-career initiatives promote the achievement of high academic standards. Through school-to-career, all students participate in a rigorous college preparatory curriculum that stresses the application of concepts and knowledge to real-world issues. An applied curriculum engages students by providing a context for knowledge acquisition, and it challenges students to produce high-quality products informed by real-world standards.
- School-to-career expands the definition of what is critical subject matter for future success by providing students with the comprehensive competencies needed in the modern workplace.

- School-to-career provides students with access to supportive adults. These mentors assist students with the direction of projects connected to the workplace.
- School-to-career incorporates regular opportunities for students to explore their career interests and develop personal plans for future learning and work. Through school-to-career initiatives, students gain first-hand knowledge of the skills and abilities required for long-term success, while exploring various career options.
- School-to-career expands access to high-skill employment by linking students directly to potential employers. This may prompt students to undertake further study–including college and graduate or professional school.

Steps for Building or Improving School-to-Career Practices in Your School

- Redesign academic instruction to include real-world contexts for higher-level thinking tasks. This approach would incorporate more problem-solving, more learning opportunities outside the classroom, adult mentors and coaches for projects, exhibitions for high-quality student products, and assessment by real-world standards. The key is to build opportunities for students to explore their career interests *and* develop plans for future learning and work.
- Involve a wide variety of employers and community institutions in providing quality work-based learning to students.
- Provide a smoother transition to postsecondary education by making college courses more available to high school students, forging articulation agreements, making tuition arrangements, and promoting admissions policies that value students' school-to-career participation.

The Promise of School-to-Career for English Language Learners

The goal of school-to-career–to make learning active and experiential while transforming schools so that students are better prepared to meet the economic demands of the 21st century–is particularly pertinent to English language learners.

By participating in high-quality school-to-career initiatives, English language learners gain many advantages:

English language learners advance their language skills by interacting with English-speaking adults in the workplace. These students can benefit from using English in a variety of business and community settings that may require technological or business language never before encountered. Research projects and the completion of tasks associated with the workplace can strengthen skills beyond casual communication, leading to higher proficiency in reading, writing, and presentation.

They become better integrated into the wider community. English language learners are often isolated from the English-speaking community. School-to-career initiatives place students in diverse work and community settings and offer them access to a wide range of experiences and adults. Community service programs, in particular, explicitly engage students in exploring their neighborhood and, ultimately, in making a positive contribution to their community and surroundings.

They experience being treated as adults. Many students in school-to-career initiatives rave about the opportunity to be "taken seriously" as contributing members of a workplace team. English language learners who have experienced lapses in their schooling, and who are consequently older than their classmates, especially benefit from contact with other adults.

Learning becomes an active, rather than passive, process. An academically challenging, active learning environment has been identified as an important component of an effective program for

language minority students.[6] School-to-career initiatives with a project-based learning component engage students by charging them with the responsibility for gathering information they need to complete projects relevant to their work.

Interaction with peers spans various levels of English proficiency. Although the goal of bilingual programs is to mainstream students, many English language learners are temporarily isolated in bilingual programs with little opportunity to interact with English-speaking peers. The best school-to-career initiatives combat that isolation through mixed groupings of students with varying levels of English proficiency.

They earn wages while charting long-range career plans. Too often, these students must forego further education due to short-term economic need. Most school-to-career initiatives provide paid employment while helping students formulate long-range career goals.

They can gain access to high-skill jobs. School-to-career initiatives emphasize the acquisition of broad, transferable skills and exposure to all aspects of industries. Through these programs, English language learners are exposed to a wide variety of career fields that demand high skills and, in turn, offer high wages.

How Do We Distinguish English Language Learners?

Who is the English language learner? Where does he or she come from? Increasingly, the answer to that question includes countries all over the globe, along with the United States itself. There are about 2.8 million students with limited English proficiency in U.S. public schools, representing more than 150 languages and cultures.

Today's bilingual classroom can encompass enormous diversity, especially in urban areas. English language learners may be recent immigrants to the United States, or they may have lived in this country all their lives without attaining English literacy. These students may have had formal schooling in their home country or may be illiterate in their native language.

The educational implications of these variations are immense. U.S.-born students who have struggled to learn English throughout elementary school face a degree of frustration not present for those who recently arrived in this country with formal schooling in their native language. Immigrant English language learners from upper-middle-class families who attended high-quality schools in their home countries have cognitive and study skills not available to those who have experienced long periods of interruption in their schooling due to war, famine, or other social and political factors. These English language learners may be older than their peers, and they may have witnessed violence and extreme poverty. They may be struggling with these and other issues that might interfere with learning.

Socioeconomic factors within the United States can add a layer of hardship to immigrants' lives. Immigrant students may face racial and/or economic prejudice for the first time in their lives. Many immigrants lack official legal documentation because they may have fled a country too quickly to gather their papers, because people from their home country may be ineligible for certain types of entry into the United States, or because of the limited availability of green cards. This often means they work long hours at low wages in "back door" positions to support their families.

Integrating English Language Learners in School-to-Career Initiatives: Challenges and Solutions

Our research uncovered several programs and schools that have intentionally involved their English language learning population in school-to-career initiatives. We will present some potential barriers to integrating this population in school-to-career programs, followed by helpful strategies suggested by those who have practical knowledge about the field. The case studies (described in Chapter 2) and the restructuring examples (outlined in Chapter 3) will highlight useful ways to overcome administrative and cultural barriers when involving large numbers of English language learners in school-to career initiatives.

Challenges for English language learners' involvement in school-to-career programs:

Inadequate preparation of school-to-career staff limits their effectiveness. In some communities, school-to-career staff are not prepared to work with students defined as English language learners. They may not be trained to cross cultural barriers in order to conduct effective outreach, or they may not be bilingual.

Isolation of bilingual departments means missed opportunities. Some bilingual departments are isolated from the rest of the school community, and bilingual staff may be the last to hear of innovations in teaching practices or student opportunities such as internship programs.

A shortage of non-English curriculum materials limits the potential for expanded dialogue. There are very few school-to-career curriculum materials in languages other than English or that are simple enough for use in a class of English as a second language (ESL).

Concerns about English language learners' readiness for the workplace can make placements a challenge. Many communities facing high unemployment rates have difficulty placing English

speakers, let alone English language learners, and school-to-career staff are wary of placing students with limited English proficiency in the few work-based learning slots. Staff of bilingual and ESL programs also express concern about exposing students to the workplace before they are ready. On the other hand, this concern may reflect an erroneous assumption plaguing some school-to-career initiatives, that students must have the necessary skills for work experience before they leave the classroom. Instead, the school-to-career philosophy maintains that students learn best while they are working.

Extreme linguistic diversity within a community makes it more difficult to offer general instruction. School-to-career initiatives attempting to integrate English language learners from a single language group (Spanish, for example) face fewer barriers than those seeking to integrate students from diverse language groups. A bilingual program serving one language group can more easily restructure its course offerings to include school-to-career activities for that population.

Rural communities are at a disadvantage because it is difficult to arrange programs in areas where there will be fewer participants. Some recipients of Urban Rural Opportunities Grants (UROG) are in rural areas; consequently, only a handful of English language learners per school may be involved in a rural school-to-career program. Targeting a school-to-career initiative to a few students in an individual school can be financially prohibitive, while serving larger numbers of students across several schools can be logistically unwieldy.

Non-English-speaking parents may miss out on important information. These language limitations can make parents question the benefits of school-to-career initiatives. In such cases, parents' inability to communicate their questions to school and school-to-career staff can jeopardize their children's involvement.

Lack of documentation places legal restraints on some students' ability to work. Students without green cards are barred from participating in paid work placements. In some communities, students without documentation may constitute a high proportion of the population defined as English language learners.

Strict graduation requirements leave little time for courses outside of the standard requirements. English language learners may be locked into taking many English courses, especially in states such as New York, which have strict graduation requirements. These students may not have room in their schedules to participate in a work experience program.

Solutions that help involve English language learners in school-to-career initiatives:

Collaborate with community organizations that serve the needs of English language learners. Ask staff of community-based organizations who are familiar with English language learners to train school-to-career staff in outreach and retention strategies. Staff of community-based organizations might also play a number of formal roles in school-to-career initiatives. They may provide case management services for students to ensure success in work-based learning placements, review school-to-career curricula to ensure cultural sensitivity, and conduct outreach to English language learners for inclusion in school-to-career initiatives.

Facilitate team teaching between bilingual and mainstream staff. Help schools counter the traditional isolation of bilingual departments by initiating dual language programs (described in Chapter 3), facilitating team teaching between bilingual and mainstream teachers, and integrating bilingual aides in mainstream school-to-career classes to support English language learners.

Enlist bilingual teachers to translate materials. Consider offering stipends to bilingual teachers or aides or to staff members of community organizations that cater to English language learners.

These individuals often can provide assistance by translating school-to-career curricula and parent outreach materials for use in bilingual programs.

Prepare students and partnering supervisors for work-based internships. Provide extensive up-front training for students prior to placing them in a work setting. Training can include typical job readiness activities such as mock interviews and role playing but might be expanded to cover cross-cultural communication issues. Training for supervisors might incorporate issues concerning appropriate supervision of English language learners.

Involve English language learners in community service learning. Tackle the problem of inability to pay stipends to undocumented students by placing them in community service learning programs. These programs provide a natural first step in school-to-career by involving students in community projects that integrate classroom learning. This provides a natural connection for students seeking to have an impact on their community.[8]

Provide professional development opportunities that help teachers consider ways school-to-career can assist with meeting learning standards. Help teachers find ways to meet new learning standards and graduation requirements through applied, contextual learning. Bilingual teachers can benefit from training on how to offer students the benefits of school-to-career practices while meeting new standards.

A Checklist for Improving English Language Learners' Participation in School-to Career Programs	
Potential Barrier	**Suggested Strategy**
School-to-career staff may be inadequately prepared.	Collaborate with community organizations that support English language learners by inviting them to provide training or school-to-career services.
Bilingual departments are often isolated from other academic departments.	Organize dual-language programs; team teach between bilingual and mainstream staff; use bilingual aides in mainstream classrooms.
There may be a lack of native language or ESL curriculum materials. School staff and others may not be aware of the best channels or methods by which to disseminate these materials.	Encourage bilingual teachers to translate and prepare culturally appropriate materials. Identify appropriate outlets to ensure widespread access and dissemination to the targeted audiences.
Concerns could arise over placing English language learners in the workplace.	Provide extensive preparation for interns who are English language learners and include orientation for supervisors who will closely manage interns' work.
Parents of English language learners may not speak English.	Translate parent outreach materials; engage English language learner-serving community organizations and native language media in outreach and in interactions with parents.
Lack of documentation in some cases means that students cannot be paid wages.	Involve undocumented students in community service learning; establish a fund with donations that will support stipends for undocumented English language learners.
Prohibitive graduation requirements sometimes limit English language Learners' access to wide course offerings.	Provide professional development to teachers on how to use school-to-career pedagogies to meet graduation requirements.

CHAPTER II: CASE STUDIES OF SCHOOL-TO-CAREER INITIATIVES FOR ENGLISH LANGUAGE LEARNERS

This chapter provides four in-depth profiles of English language learners' involvement in school-to-career initiatives. The sites range from magnet high schools, to collaborative programs between community agencies and comprehensive high schools, to middle schools. We discuss specific strategies drawn from the various case studies and other, similar programs that demonstrate successful methods for the inclusion of English language learners.

The Internship Program at International High School, New York City

School Description

International High School is a magnet school on the campus of LaGuardia Community College in New York City. It caters to students who have been in the United States for fewer than four years and who score below the 20th percentile on an English language proficiency exam. Students range in age from 14 to 21 and represent a wide range of nationalities and language groups. Based on their family income, the majority of students qualify for free lunch. The school has enjoyed enormous success since its inception over ten years ago. The daily attendance rate is 90 percent, and the overwhelming majority of students graduate and go on to college.

International High School is unique for many reasons, including how the students, teachers, and community (including the college campus on which it sits) are viewed as resources for one another. This vision is reflected in the school's approach to pedagogy and assessment. The school is organized around interdisciplinary teams, and the school staff emphasize peer group and contextual learning in the acquisition of English language skills. English-as-a-second-

language is not taught as a separate course. Instead, students learn language skills in content-area classes by working in small multi-language groups on tasks that require regular communication.

> Students need to be able to do more than greet people, negotiate their way through the supermarket, write and produce skits, and leave messages on answering machines. The cognitive/linguistic demands on students include analyzing data, making inferences, comparing and contrasting, predicting, [and] drawing conclusions. . . . An experience-based curriculum, which enables the students to understand the concepts they are dealing with, will firmly support their English language acquisition. . . . In the process of engaging in experiences and project development, they will be practicing structures that teachers and other students model.[4]

In addition, throughout all classes, students take part in ongoing self-assessment, peer assessment, and supervisory assessment.

Special Programs and Opportunities for English Language Learners

As part of the school's commitment to contextual learning, all International students must participate in the Personal and Career Development Program (PCD). PCD consists of a sequence of personal and sociological exploratory courses and internships over the course of three years. In the first year, students complete initial career research, then select an internship site from an "internship bank" collected over the years by International High School and similar collaborating high schools. For example, students on the "American Dream, American Reality" team examine the dreams and experiences of immigrants, African Americans, and Native Americans through literature and music and study the various experiences historically. Students analyze their own dreams and realities, including their own career dreams, and then do research on career "realities." They base their search for an internship site on this initial exploration.

In the second year of the PCD, students examine societal and family structures in the different cultures found in the school and participate in a second internship. A third course, in the spring of the second year, focuses on decision-making and is followed by a third internship. The last course in the sequence gives students the opportunity to explore postsecondary and career possibilities while honing research skills.

Internship sites range from auto repair shops, restaurants, and hotels to airports, health centers, and computer repair businesses. During the first week of a cycle, the PCD teacher contacts every site once or twice to touch base with the students and ensure that the placement is a learning experience. The teacher maintains regular contact with the students thereafter through phone calls and site visits.

While the school has made an effort to find sites that need students with foreign language skills, the staff does not steer English language learners to those sites. Teachers who help students select an internship do not start from the premise that students may have limited proficiency in English. Instead, they focus on making a good match based on interest. Occasionally, a student will be placed with another student or work in a bilingual setting that uses his or her native language skills.

While students are conducting their internships, they participate in a seminar in which they learn basic work-readiness skills and analyze and evaluate their work experiences. Students examine the culture and work organization of their work sites, analyze problems associated with their work experiences, and work in coordination with one another to develop appropriate solutions. In particular, many students are nervous about their internships, which may be set in entirely English-speaking environments. Teachers work one-on-one with students to resolve concerns while focusing the seminar on common issues, such as negotiating with supervisors.

Program Requirements

Students develop an internship album through which they analyze the internship site. The analysis focuses on the various elements that are unique to their work assignments. For example, the album gives them the opportunity to explain the goals of the organization, the specific role their department plays within the framework of the organization's purpose in the community, and the roles of their supervisor and co-workers (accomplished through in-depth interviews). Students design their own chapter in the album, which might include journal entries or samples of projects completed through the internship. For example, a student working at a police station simulated the arrest of two teenagers and filled out the arrest forms. Finally, the internship album includes a "reflection" chapter, discussing what the student gained from the experience, whether it met his or her goals, and reasons the student would or would not recommend the internship site to others.

While the seminar is the only formal integration of internship work with academic course work, the entire staff supports the program and seeks to use students' work experiences as the basis for lesson plans in other academic courses. For example, students working at a health clinic might share their experiences in a class on human development.

Evaluation of the student in the internship cycle follows the self-assessment, peer evaluation, and supervisor evaluation format described above. Students are organized into peer groups through which they monitor one another's progress in the internships. For example, each week the peer group goes over time cards; attendance becomes a public issue. Non-attending students have to justify absentee records to their peers, who discuss strategies to help improve attendance and performance. At the end of each cycle, teachers and students participate in an overall evaluation. For this evaluation, teachers and students read the portfolios and give each internship student a grade, along with justification based upon

pre-established policies. In addition, a site supervisor completes an evaluation form of each student's work performance.

Observations

According to PCD teacher Claire Sylvan, students learn English best in multiple settings. "If anything, these students need learning-rich work experiences more than anyone else. That's how they learn English best." She articulates an additional important school principle: "Any school that has a large bilingual population will find that population outside the school as well as inside the school. A work experience program is a way to build alliances with the community. A school can use it as the first step to developing better relations between the school and the community."

Lessons Learned: Strategies to Involve English Language Learners in Internships

Pair English language learners with peers who have more advanced English skills. For example, the Health Professions Academy in Socorro, Texas, helps students of limited English proficiency participate in internships by pairing them with students who have more advanced English skills.

Find bilingual supervisors. English language learners are likely to feel most comfortable with supervisors who share their native language. However, this approach has two potential problems. First, many bilingual supervisors work in the secondary labor market (i.e., fast food restaurants, grocery stores), which usually offers low-wage, low-skill, entry-level employment with limited advancement potential. Therefore, internship staff must aggressively seek jobs with native language supervisors in the primary labor market (i.e., banks, hospitals), where students can learn English and gain access to high-skill careers. Some school-to-career coordinators suggest that ideal placement sites promote English language use *and* bilingualism. Such sites might include

day care centers, museums that use translators, and health care settings that serve a non-English speaking clientele. Second, internship coordinators should counsel native language supervisors to speak English as much as possible at the work sites, when it is appropriate to the work being done.

Employ a case management approach. Any good internship program makes at least one person, the case manager, responsible for a placement's success, both for the student and the supervisor. This position is especially important for English language learners, who are unlikely to address work-site issues directly unless coached on how to do so. It is critical that case managers who work with English language learners be bilingual (if they are working with one language group) or that they understand the issues facing English language learners in the workplace. Like most young people, immigrant students often need to learn how to advocate appropriately for themselves in the workplace; they will also benefit from learning about their rights in the workplace.

Place students with low-level English skills in bilingual settings. Some school-to-career initiatives have used fully bilingual settings as first-step placements for English language learners. Internship coordinators warn, however, that while English language learners may find these placements comfortable, they are not suitable for long-term employment.

Enroll student interns in a course (or courses) related to the work site. All good internship programs give students opportunities to discuss their work experiences, trouble-shoot work-related issues, and integrate work-site learning with academics. These goals may be accomplished in a single class, or the work experience may be integrated into one or more academic courses, with trouble-shooting accomplished separately. Problem solving around work-site issues is especially important for English language learners, who may encounter cross-cultural issues related to working and who may have difficulty discussing work experiences with a

supervisor. Academic integration is the hallmark of a high-quality internship program and ensures that English language learners move beyond narrow skill attainment and gain higher-order thinking skills in the workplace.

International High School accomplishes much of the skills-building work up front, prior to internship selection, through courses that give students the critical skills in observation, analysis, and reflection that are necessary to learn from the work experience. A separate seminar, offered concurrently with the internship, is used for trouble-shooting and problem solving.

The City Links program is a public-sector internship program for immigrant students, operated by Cambridge Community Services in Cambridge, Massachusetts. Through City Links, students enroll in a credit-bearing social studies/government course that teaches them about economics, labor history, workplace demographics, geography, and work-related, cross-cultural issues. As part of the course, students complete projects on such topics as immigration history, public policy decision-making, and community service. In a separate, after-school seminar, students share work-site problems and offer one another potential solutions.

Offer tutoring for English language learners. The Center for Careers in Technology, a district-wide magnet school in El Paso, Texas, employs two full-time ESL tutors who work closely with center staff to help English language learners participate in career-related courses and internships. Students strengthen their literacy skills while developing marketable skills. The school is expecting a large increase in English language learners (from 20 to approximately 75) and is exploring the feasibility of offering on-site ESL courses to help students meet English proficiency graduation requirements.

Connect internships with the community's economic development needs. The Native-American community in Albuquerque, New Mexico, is concerned that school-to-career will

train students for careers that will necessitate their leaving the pueblos and migrating to cities. To respond to these concerns, expose students to local industry, and strengthen their bilingualism, school-to-career initiative planners hope to develop placements at local fisheries, the local electric dam, and community agencies. The Student Entrepreneur Center in Ysleta, Texas, has taken a similar approach by positioning its new school-based enterprise programs as integral to the long-term economic health of the whole community (see case study for school-based enterprise). The City Links program, in Cambridge, Massachusetts, helps ensure that the public sector is representative of the changing community by exposing immigrant youth to public-sector career opportunities.

Start a fund to provide stipends for students without green cards. Many communities struggle with the issue of finding paid placements for students without green cards. At a Florida career academy, administrators established a nonprofit foundation to solicit financial donations from employers so that stipends could be provided for undocumented students.[10]

Tips for Supervisors of English Language Learners

In many communities, work-site supervisors have had little opportunity to interact with students from other cultures. A teacher or school-to-career practitioner may need to prepare supervisors to make the work site a productive learning experience for English language learners. The following are some suggestions from current supervisors of English language learners:

- Hold English language learners to the same work standards as other employees. Some supervisors are tempted to make different rules for different students, especially those from backgrounds different than their own. Experienced supervisors insist that English language learners should be held to the same standards as other employees, although extra effort may be necessary to communicate workplace expectations.
- Speak English at work, even if you know the student's native language. It may be tempting to speak a common language other than English, but English language learners will benefit from seeing adults from their own language group speaking English in the workplace.
- Prepare other employees to work with English language learners. In Boston, a supervisor provided an orientation for employees who would be working with an English language learner. This ensured that the student felt welcome and that staff were patient in explaining tasks and expectations.
- Acknowledge employees' cultural differences and celebrate bilingualism. Supervisors have found that some English language learners come into the job with low self-esteem and a feeling that bilingualism is a hindrance. Successful supervisors let these students know that bilingualism is an asset and take opportunities to celebrate their organization's cultural diversity.
- Initially, place English language learners in jobs that require employee contact rather than public contact. After students gain familiarity with a work setting, they often take gradual responsibility for communicating in English with the public. At first, however, they will be most comfortable in positions that require them to speak only with fellow employees.

Project-Based Learning at Cambridge Rindge and Latin School, Cambridge, Massachusetts

School Description

During the 1995-96 academic year, Cambridge Rindge and Latin School, a large comprehensive high school in Cambridge, Massachusetts, offered all seniors the opportunity to complete a year-long senior project. Participating students conducted independent research on topics of their choice, culminating in a concrete product (e.g., a paper or a display) and a presentation to an audience of peers, adults, and professionals in the field related to their topic. Students who successfully completed a project received five English credits. A team of four students from City Links, a public-sector internship program for immigrant students, elected to conduct research on immigrants' rights, organize forums on their findings for their high school student peers, and produce a pamphlet on immigrants' rights for high school students.

Special Programs and Opportunities for English Language Learners

During the fall and spring semesters, the City Links students met weekly after school with Northeastern University Law School students who had volunteered to mentor them throughout the project. In the fall, the City Links students discussed the broad topic of immigrants' rights and decided, as a group, to narrow their focus to access to higher education. They paired up with the law students, and each pair researched a different aspect of an issue relevant to their lives. This inquiry process led them to ask the following questions. How can we identify scholarships that target minority students? What are the financial aid options for undocumented immigrant students? What is the legislative process regarding financial aid for immigrants? The law students helped City Links students conduct research via the Internet and in the

law library, in addition to helping them collect information from interviews with immigrant-serving community organizations.

At the end of the fall semester, after practicing public-speaking skills with their mentors, City Links students presented their first semester's research findings to over 75 high school students and faculty, primarily from the school's bilingual program.

During the spring semester, the City Links students continued to tackle the issue of immigrants' civil rights, this time focusing on police relations, access to education, and myths and realities about immigrants and the economy. Working with their mentors, they conducted interviews at immigrant-serving organizations in Greater Boston and throughout the country, scanned newspapers for articles related to their topics, conducted research in the law library, designed and conducted surveys of their peers on topics related to immigrants' rights, and gathered information in Northeastern University's law library. For example, one student recorded interviews with friends who felt that police had harassed them, and another surveyed immigrant and native students on their perceptions of immigrants. Again, after much practice in English and public speaking, the City Links students presented a workshop on their findings.

As a culminating project, the students produced an easy-to-read, informative pamphlet for high school students. Topics ranged from *What to Do If You Are Stopped by the Police* to *Are You Eligible? Immigrant Status and Federal Financial Aid.* They distributed the pamphlet to students at Cambridge Rindge and Latin School.

Program Requirements

As part of the assessment for the project, the City Links students completed an inquiry paper, detailing their initial research questions and their findings, and a reflection paper, based on personal journals kept throughout the process on what they learned about

themselves as learners. Students presented their findings to a panel of lawyers, teachers, and staff from community organizations with expertise in the area of immigration. In advance of this presentation, the panel members had read the students' papers and engaged the students in conversations about the work. Afterwards, the panelists provided additional comments via assessment/feedback forms. Finally, the students presented their work in an exhibition, using audio-visual aids, to an audience of students, faculty, and family members.

Observations

City Links students were enthusiastic about their experience doing a senior project. Said one student: "I define this workshop as a great experience in my life. We were helpful to the school and the most satisfaction that I have is that we made a difference in other people's lives. As a result of this whole process my English skills are getting better." Another student said, "This senior project will be something that I will not forget for the rest of my life. Now it is part of me. I feel proud of myself because I learn[ed] something that I did not [know] before and also I taught many immigrant students something that they did not know before me." And finally: "I learned to listen to ideas, to come up with ideas, to work individually and as part of a team, to speak in front of a large group of people, to teach people about something that can benefit them, to work under pressure, to organize, to help prepare a workshop, but most important of all I learned that, for something that seemed so far-fetched at the beginning and turned more than possible at the end, in this world—anything can be done."

Lessons Learned: Strategies to Involve English Language Learners in Project-Based Learning

Involve bilingual mentors. The City Links students were paired with law students who could converse in both English and the

students' native languages. Together, they discussed research questions and practiced for interviews and presentations in their native languages and in English. As a result, the students could quickly grasp complex concepts (such as the legislative process) and, through conversation in both languages, determine how to present the concepts in a simple form, in English, to their peers.

Engage students in selecting a research topic that interests them. The City Links students chose to conduct research on the broad topic of immigrants' rights, about which they had some interest, but their engagement in the project skyrocketed when they began researching a topic that was close to their immediate, personal interest—access to higher education. They and their friends were struggling to obtain financial aid, and several of the students themselves were undocumented and genuinely needed assistance in determining how to go to college. When they broadened the focus in the spring to immigrants' civil rights, they again worked from personal experience: the student who researched relations with the police was a Peruvian immigrant who felt that he had been harassed by police. A young woman from El Salvador who compiled a list of immigrant-serving organizations was able to identify assistance for her undocumented mother who was experiencing difficulties with her employer.

Meet regularly with students and teach them relevant skills. Conducting independent research is difficult for high school students who have had little opportunity to gather information in the variety of ways required by projects (through interviews, primary source material, and the Internet). Students completing projects should be part of a regularly scheduled class or program. It is helpful for them to receive mini-lessons on key activities, such as how to design and deliver a survey, how to create a poster-board of relevant information, and how to make a presentation to an audience of students and adults.

Encourage students with limited English-speaking skills to make presentations in English. The students found that the project's most

difficult part was making a presentation in English and to an audience of students and faculty. They were convinced that their peers would laugh at their accents (a fear that proved unfounded). Practice sessions with one another and in front of peers in the City Links public-sector internship class helped them improve their language skills and gain confidence. As another strategy, the Watsonville (California) Video Academy videotaped students as they practiced delivering a daily news show, motivating them to improve their English skills.

Schedule time for students to complete journals in their native language or in English. If not given an opportunity to reflect on their experiences, students are not always aware that they are learning until after they complete a project. City Links students can reflect on their learning process by looking back on early journal entries and charting their growth. Keeping the journal in English strengthens their English skills. City Links staff schedule regular times for them to write in order to counter students' fear of, or difficulty with, writing English. On the other hand, students should be encouraged to reflect upon and express the growth of their thinking in their native language until they become more confident in English.

Ask students to select panel members with expertise in the topic area. Part of the process of building the students' "ownership" of their projects is asking them to choose the appropriate audience for the findings. Often, they locate professionals through the process of conducting their research. Students with limited English proficiency may have particular difficulty asking adults to volunteer as panelists and might need assistance crafting an invitation letter or making a phone call to a potential panelist.

Design projects to involve English language learners and English-speaking peers together. Projects can provide opportunities for English language learners to work alongside more advanced English-speaking peers. Research on Title VII (federally funded

bilingual education) programs indicates that English language learners benefit from working with English-speaking classmates to learn subject matter. "A person's language develops globally, not linearly. . . . We should make sure that our second-language students are constantly engaged in meaningful activities with their first-language classmates, activities in which the students talk to each other." [11]

For more information about City Links, please contact Cambridge Community Services at (617) 876-5214.

School-Based Enterprise: Student Entrepreneur Center, Ysleta, Texas

Center Description

The Student Entrepreneur Center in Ysleta, Texas, is a new educational initiative designed to prepare Ysleta students, 80 percent of whom are Latino, to conduct business through an academic and applied curriculum. Students in grades K-12 from throughout the school district participate in this free-standing center's two components: an academic curriculum, covering business ownership, management, economics, and other skills and knowledge necessary to run a successful enterprise; and a *mercado*, or marketplace, where students sell their own products and services to the Ysleta community on weekends and holidays.

The center is overseen by a board of directors from diverse backgrounds and representing local businesses and community organizations. Participating businesses include Southwestern Bell, El Paso Electric, the Insight Science Museum, and AccuGraph, as well as local small businesses and individual attorneys, bankers, and accountants. Participating community partners include the University of Texas at El Paso, El Paso Community College, and a number of El Paso county and municipal offices. Board members develop program policy, oversee curriculum development, and offer workshops on business-related topics to the students. They also serve as mentors to student entrepreneurs, train teachers on workplace skills, and provide advice and technical assistance to the center as requested.

The center is open for use by classroom teachers and individual students. Classroom teachers bring their classes into the center to participate in the full curriculum, and students develop a range of businesses, including picture framing, landscaping services, wooden arts and crafts, jewelry, gift wrapping services, and sign-making. Center staff help teachers integrate center activities and lessons into the curriculum.

Once a student group has developed a product or service that is ready for sale, they are invited to participate in the *mercado*. Students and/or their teacher meet with the center's attorney, who issues a business agreement covering booth rental costs, hours of operation, equipment arrangements, products for sale, and pricing. A staff person or board member reviews the product and determines its readiness for the *mercado*.

During this second year of the program, the *mercado* is open about once a month. Eventually, the *mercado* will feature 20 to 30 small shops in the town of Ysleta, and additional attractions will include student performances in an amphitheater, student art exhibitions, and a youth symphony. Community members and professionals will be invited to participate in the *mercado*, working alongside students or displaying their own goods. Already, a sound company run by 7th- and 8th-graders produces music and theater events on *mercado* days.

The Ranchland Hills Middle School regularly participates in the Student Entrepreneur Center. It features a school-based enterprise, Crusader Creations, through which students prepare and sell a variety of products. Students in the school's required "career investigations" class develop a product idea and present it to parents in the school's parent center. Parents assist students in refining product ideas and identifying needed materials. Students design an assembly line, create the product, and sell it at the *mercado*. For example, one group of students bought materials from the Levi Jeans Company and created hand-painted vests, carry-all bags, purses, and place mats.

Special Programs and Opportunities for English Language Learners

Limited English-speaking students participate in the mainstream career investigations class, where they are paired with more advanced bilingual students to create the product and participate

in the *mercado*. They also participate in a companion ESL class, where they study concepts related to business and marketing in their native language. Finally, bilingual parents from the school's comprehensive parent center volunteer to assist English language learners in class.

Terry Favela, the career investigations teacher, is bilingual and has a background in marketing. While the primary language in her class is English, she can switch to Spanish as necessary. Bilingual students in the class also help her if she forgets the name of a tool or business-related concept in Spanish. She takes teams of students to the Student Entrepreneur Center to participate in seminars on entrepreneurship, and she requires students to present what they have learned to the class upon their return. She gives English language learners the option of presenting their observations through a visual collage or speaking in their native language, which other students interpret as necessary.

Lessons Learned: Strategies to Involve English Language Learners in School-Based Enterprises

Develop a school-based enterprise that recognizes students' cultural backgrounds. According to Ysleta School District Superintendent Anthony Trujillo, the *mercado* was conceived and designed to be aligned with the values of the community, which is 80 percent Latino. Student businesses include making and selling Indian jewelry and performing Chicano and Spanish-language theater productions. Students draw on their cultural backgrounds while learning skills in management and production.

Use the school-based enterprise to garner community support. By drawing on the expertise of community members, ranging from parents to business leaders, the Student Entrepreneur Center draws a diverse community into the school and shares responsibility for educating students with a wide range of adults. Community members participate in the center in part because they understand its connection

to the community's long-term health. The mission of the center includes a goal to develop the area as an "inviting economic corridor" with a focus on tourism.

Ensure that students participate in a range of activities. A school-based enterprise must give students opportunities to learn about all aspects of a business, from product conception and marketing to stock pricing. English language learners, who are often trapped in low-wage jobs, especially need opportunities to learn skills beyond those gained in typical after-school jobs.

Community Service Learning Program: Coca-Cola Valued Youth Program

Program Description

The Coca-Cola Valued Youth Program (Coca-Cola VYP) was created in 1984 by the Intercultural Development Research Association (IDRA), an independent, nonprofit organization, with funding from the U.S. division of Coca Cola. Coca-Cola VYP is designed to prevent 8th-grade students, including English language learners, from dropping out by placing them in positions of responsibility as tutors to younger students.

Coca-Cola VYP was first implemented in five districts in San Antonio, Texas. It has grown to include nearly 4,000 participating students (974 tutors and 2,900 tutees) in more than 90 schools in 17 cities. The program develops students' English proficiency while increasing their confidence and sense of responsibility and fostering a love of learning and a desire to stay in school. The program serves primarily Hispanic students, including a large population of English language learners, in the 7th, 8th, 9th, and 10th grades from a variety of backgrounds who are at risk of dropping out.

The sites receive organizational assistance through a partnership with IDRA. Each district creates an implementation team, comprised, for example, of the principals of the elementary and secondary schools and the teachers at both schools. An education specialist from IDRA oversees the local program and visits eight to ten times a year to consult with district officials, train school staff, hold sessions with parents, and evaluate overall progress.

The Philosophy of the Coca-Cola Valued Youth Program

1) All students can learn.
2) The school values all students.
3) All students can actively contribute to their own education and to the education of others.
4) All students, parents, and teachers have the right to participate fully in creating and maintaining excellent schools.
5) Excellence in schools contributes to individual and collective economic growth, stability, and advancement.
6) Commitment to educational excellence is created by including students, parents, and teachers in setting goals, making decisions, monitoring progress, and evaluating outcomes.
7) Students, parents, and teachers must be provided extensive, consistent support in ways that allow students to learn, teachers to teach, and parents to be involved.

Special Programs and Opportunities for English Language Learners

Students participate in a year-long class that meets five times a week. They spend four of the class periods each week tutoring in the partnering classroom. The students are paid for this work and experience what it is like to be a "real" worker by filling out time cards, having their work subjected to supervision, and being held to workplace expectations. Students spend the fifth day in the classroom of their home school. On average, the classes consist of 15 to 25 students.

At the beginning of the program, the students receive an extensive orientation on how to present educational activities, positively discipline students, and organize time when tutoring. The students then spend two weeks in the elementary classroom observing discipline, classroom management systems, and the use

of materials. Finally, the tutors are matched with one, two, or three students. Tutors are often paired with students who speak their native language.

In the "home" classroom, the students learn personal and career awareness skills, such as goal setting. Throughout the year, workbooks and lessons reinforce these skills. To show students the long-term benefits of further education, a strong connection to the community is emphasized. While the students are experiencing work first-hand as tutors, they take at least two annual field trips to explore local economic and cultural opportunities and the relevance of their schooling to the world of work. Students are also visited by role models from the community who represent the students' ethnic background(s) and can share their career and education experiences, as well as barriers they had to overcome to succeed.

Program Requirements

Students' grades are based on what they have accomplished in their workbooks, their level of participation (in both classrooms), and the quality of tutoring and the innovation and creativity of their lesson plans. Student journals, completed once a month, are also factored into each student's final grade.

Parental involvement is a critical component of the program. IDRA specialists, all of whom are bilingual or multi-lingual, run three training sessions per year for all Coca-Cola VYP parents, often completely in Spanish. The sessions cover positive discipline strategies, communication skills, and ways in which parents can play an integral part in a child's learning. The parents' role is also recognized as crucial in the development of the child's goals and his or her decision-making process.

Observations

A recent study conducted by IDRA showed that fewer than 1 percent of the youth tutors dropped out in the 1994-95 school year, compared to a 27 percent drop-out rate for U.S. Hispanic students and a 14 percent national drop-out rate.[12] In the 13 years since the creation of the program, IDRA has seen thousands of youth stay in school, continue on to college or work, and prosper as productive young adults.[13] When students, teachers, and parents are asked what the most positive effects of the program are, they usually point to the following:

1. **Classroom behavior improves.** By becoming a tutor, the students' role in the classroom is suddenly more like that of their teachers. Through having to discipline tutees, the students develop a new understanding of what is required to teach a lesson. When they go back into a classroom as pupils, their behavior reflects this realization.

2. **Students have better attendance.** When students are absent from school, they do not tutor their pupils and do not receive a stipend for the days missed. The young children miss their tutors and tend to inquire about where they have been. For some students, this is the first time they have genuinely felt missed in the classroom. They begin to feel a sense of obligation to their tutees and responsibility for their own jobs and education.

3. **Grades improve.** Through tutoring, the students learn innovative ways of teaching and apply these methods to their own study skills and classroom learning strategies. Students also see the value of learning and begin to strive to do well in their own studies just as they encourage their young tutees. Students' reading grades, in particular, show a marked improvement, presumably because of the level of reading they do with their tutees as well as the reinforcement of English skills they get from communicating with their students.

4. **Sense of importance and self-worth increases.** Tutors begin to realize that they are having an impact on the lives of the children, not only educationally but emotionally. They recognize their influence as they see the child's grades improve or as they see their tutees dressing or combing their hair as they do.

5. **A passion for teaching often develops.** Many students develop an appreciation and respect for the role a teacher plays. They enjoy the sense of being needed and having a positive impact on a child's life. They begin to ask their teachers about their own careers and often seek advice on various strategies to improve their own teaching skills.

Lessons Learned: Strategies to Involve English Language Learners in Community Service Programs

Select a project whose success relies on students' native language skills. Many English language learners perceive their native language as a liability. A community service program that draws on their language skills conveys the message that bilingualism is an asset.

Infuse career awareness activities into community service projects. This will help students recognize their experience as valuable not just for the community but for their own long-term educational and career success.

Use bilingual/bicultural mentors. These individuals are often best-equipped to support students in community service. In Philadelphia, community centers bring together college students with English language learners from local high schools to jointly complete community service projects. The relationships provide an incentive for students to participate in activities for which they are not paid.

Obtain support from the entire community. Community partners can include teams of teachers, administrators, and parents. Students in the Coca-Cola Valued Youth Program are supported

by a web of community partners, including administrators and teachers who serve on the advisory board, teachers in the home and elementary school classroom, and parents, who are coached on their role in their child's educational success.

CHAPTER III: SCHOOL RESTRUCTURING ISSUES

Most of the programs described in chapter two are "pull-out" programs that serve a small number of English language learners, separate from regular school activities or course offerings. Few of the schools we identified in our research have tackled the issue of enlisting large numbers of English Language Learners in school-to-career initiatives. Addressing a schism between bilingual students and the mainstream academic program can be a challenge.

There are several exceptions. Some schools have taken steps to create a steady stream of bilingual students who can enter and successfully complete internships and other work-based learning programs in the upper grades alongside their monolingual English-speaking peers. There are three main strategies:

1. Large schools can be broken into smaller units called "small learning communities." These can be organized around career-related programs of study, creating possibilities for parallel programs for English language learners and facilitating the students' eventual or concurrent integration into "mainstream" school-to-career activities.
2. Special ESL or native language classes (or "school-to-career prep. courses") can prepare English language learners to enter work-based learning opportunities in the upper grades.
3. Bilingual staff can be assigned to mainstream school-to-career classes to assist English language learners in class participation.

This chapter describes examples of some of these strategies. They are young but show a promise of success. Each section points out unique features of restructuring that can benefit bilingual students. We close with a summary of lessons learned about restructuring schools to promote English language learners' involvement in school-to-career.

Small Learning Communities

Many districts have moved away from large, impersonal high schools and begun to cluster students into smaller units, often using thematic approaches to organize instruction. Students in small learning communities take some or all courses with the same group of students and teachers over several years. In Boston, these small learning communities are referred to as *career pathways;* other communities have designed *career academies* or *institutes.*

Small learning communities may vary in the degree to which they cluster students–for some or all courses, and over two, three, or four years. Several of the more successful models of including bilingual students in school-to-career initiatives take place in small learning communities that focus on career themes. All of the models described below are defined by an industry area and include a multi-year sequence of career-related courses and work-site experiences integrated with academic learning.

Brighton High School offers school-to-career activities in students' native languages that are identical to mainstream activities. In Boston, Brighton High School has developed two parallel health professions career pathways, one for Spanish and one for Vietnamese English language learners. Students take two native language career pathway courses each year for two years (e.g., medical technology, allied health, and health careers). Taught by a bilingual teacher with experience in the health field, these courses cover similar materials and make use of the same job shadowing and project-based learning activities as do courses for the students' monolingual peers. In the 11th-grade, English language learners are mainstreamed into the health professions pathway and participate in rotations and internships at partnering health institutions. During the 1997-98 school year, an ESL teacher works with each pathway to strengthen students' general literacy and health vocabulary. Brighton is also exploring the possibility of converting one 9th-grade math class into a business class, to

initiate a parallel business services pathway in either Spanish or Vietnamese.

Brighton also incorporates bilingualism as an asset for all students. In 1997-98, Brighton High School initiated a "dual language" school-to-career initiative. Both monolingual English-speaking students and English language learners take some school-to-career classes that are taught in Spanish. Ninth-grade English language learners take two native language school-to-career courses (Environmental Science and Introduction to Health Professions), and in the same block, monolingual English-speaking students take the same, separate classes in English. Three days per week, the two classes meet separately. One day per week, they meet together and are team-taught in Spanish. The monolingual students also take a specially designed Spanish class to learn conversational Spanish and science-related terminology. Program administrators expect that by the 10th-grade, the two classes will meet for two classes per week in Spanish. By the 12th-grade, administrators hope to see the students taught entirely in Spanish.

Boston's **Charlestown High School**, in the absence of resources to support separate classes for English language learners, designed an after-school program to provide special ESL services to school-to-career students. The school was able to enroll a large number of English language learners in its financial services pathway by providing after-school tutoring support to pathway students learning English.

At the **Academy for Travel and Tourism at Miami Beach High School**, full clustering of students and teachers in small learning communities provides support to English language learners and enables more advanced bilingual students to mentor and tutor them. A large cadre of bilingual staff provides further support through a teacher advisor program. Creative use of technology creates opportunities for English language learners to demonstrate their technical employment skills to potential employers, even

without strong language skills. The Academy clusters 145 students for grades 10 through 12. Students participate in internships during the summer, and many continue working part-time during the school year. School-year activities include job shadowing, mentoring, field visits, and guest speakers. A great deal of class work is project-based, which requires students to work in teams to accomplish a project.

About 75 percent of Travel and Tourism students speak a language other than English at home, and about 68 percent were born outside the United States. Students with limited English proficiency are placed in "English for Speakers of Other Languages" classes, which include projects that mirror those done in English classes in the rest of the school. Other classes are taught in English.

According to Academy administrators, English language learners succeed because the block schedule, project-based approach, and clustering system provide academic and personal supports that English language learners do not receive in traditional classrooms. Students develop relationships with one another and their teachers over the program's three years, and more experienced bilingual students mentor younger English language learners in completing academic projects. In addition, Academy staff believe that students from diverse backgrounds benefit from the flexibility gained through a smaller, more personal education setting: teachers can maintain high standards for student work while offering opportunities to spend additional time to complete academically challenging tasks. Finally, many teachers in the school are bilingual and provide personal and career guidance to students through a teacher advisor program.

English language learners must interview for internships along with their peers, and the school has devised a method to display students' technological prowess to prospective employers that doesn't require high-level English skills. Students develop their

resumes on laptop computers and take the laptop with them to the interview. The school is committed to helping English language learners prepare for interviews and will sometimes send students on an interview for practice, even if the student does not have the English skills necessary for a particular job.

The Health Professions Academy in Socorro, Texas, has Spanish-speaking tutors, a majority of teachers are bilingual, and health-related materials are in Spanish. The Health Professions Academy enrolls 200 students, 98 percent of whom speak Spanish at home. Most students and/or their parents are from Mexico. About 40 percent have difficulty with English, but most have been mainstreamed and have Spanish-speaking tutors. About 10 percent are in ESL classes. The school has many bilingual teachers who can teach in two languages, and the school has obtained Spanish language materials, such as medical dictionaries. Like the Academy of Travel and Tourism, the Health Professions Academy pairs English language learners with students who are relatively proficient in English for projects, job shadowing, and internships. Because Socorro is close to the border of Mexico, Spanish-speaking students are in high demand at the county hospital.

The Multilingual Teacher Career Academy developed a school-to-career initiative around a need for bilingual professionals, creating a pathway for bilingual students that includes articulation with a local college program. The Multilingual Teacher Career Academy (MTCA) is a new program run by the Los Angeles Unified School District designed to "home-grow" the city's next generation of bilingual educators. The Academy is a comprehensive four-year program geared toward high school students whose first language is not English. Students come from homes in which the first languages are Spanish, Armenian, Korean, and Cantonese, among others. However, the program is open to all students, including those whose first language at home is English. In 1997, MTCA was operating in nine high schools and included 60 students per

high school. Each year, 60 more 9th-graders will be added to each school, until the program is up to scale with 240 students participating in each school.

In the 9th-grade, all MTCA students take a course called "The World of Education", which exposes them to the qualities and skills necessary to become a teacher and the various kinds of teaching careers available. The 10th-grade will introduce students to exploratory teacher training, and the 11th-grade will include student work placements and exploratory courses related to community services. In the 12th-grade, students will be placed in positions as elementary school tutors or teacher's assistants. Students in the program will create a portfolio highlighting their teaching assistant experience.

MTCA students have the opportunity to join the Career Ladders program, a college program that prepares bilingual paraprofessionals to become fully certified teachers. The program provides funding and scholarships, information and counseling, and support in passing the California Basic Educational Skills Test. The program currently enrolls 4,000 students and has graduated 400 teachers in the last two years.

School-to-Career Preparatory Classes

Several schools offering upper-level work-based learning activities have created a structure for lower-grade English language learners to gain skills and experiences that are prerequisites for participation in school-to-career in the upper grades. For example, several of the classes described below offer job-shadowing opportunities and a curriculum organized around project-based learning.

East Boston High School ensures that English language learners participate in the critical pre-pathway course that gives them skills necessary for school and career success and enables them to make wise decisions about future involvement in school-to-career

activities. East Boston High School has created 9th-grade ESL "Skills for Success" classes for all incoming English language learners, focusing on strategies for success in college and careers. The classes feature innovative strategies such as project-based learning and the use of electronic portfolios. Bilingual and monolingual "Skills for Success" students meet periodically around activities such as mock interviews and the completion of projects. The school has devoted significant professional development resources to the ESL/native language Skills for Success teachers to promote their use of project-based learning and alternative assessments. Charlestown High School, also in Boston, offers native language Skills for Success in Chinese and Spanish.

New York City's **Washington Irving High School** has created a special *ESL House* with a school-to-career curriculum for each grade level. It ensures that English language learners participate in school-to-career activities, and it equips students to make the transition into one of the career-based houses. Washington Irving High School is composed of seven career-based "houses" organized around career fields such as art, technology, and public service. The coordinator of the separate ESL house has developed a school-to-career class for English language learners. Seventy English language learners are involved in the classes, and the program will be expanded next year. An ESL school-to-career curriculum, developed for each grade level, includes SCANS skills, computer skills training, and SAT preparation. Students also go on individual trips to job sites, working their way up to half-day and whole-day job-shadowing opportunities. Job-shadowing experiences for ESL students are available in the medical field, office administration, telecommunications, and the arts. Next year, students will have the opportunity to engage in internships. Monolingual students do not participate in job shadowing or internship experiences and concentrate on developing their English language skills first. As soon as ESL teachers feel that students are ready, they are placed in one of the career-based houses.

Extended Use of Bilingual Staff

Schools that incorporate a bilingual teacher or aide into school-to-career classrooms can integrate English language learners into all school-to-career activities.

At **Bernalillo High School** in Albuquerque, New Mexico, every career-related course features a bilingual aide or teacher in the classroom. Bilingual aides at Bernalillo High School have common planning time with school-to-career teachers and meet to review school-to-career curricula and develop plans for English language learner assistance. In addition, many career-related classes are taught in two languages, because of the high number of students who also speak Spanish at home. In this way, monolingual Spanish-speaking students and bilingual students learn side-by-side. Students who are seriously behind in language and literacy skills are provided intensive ESL classes as well.

Lessons Learned: Restructuring Schools to Increase English Language Learners' Involvement in School-to-Career

The strategies and examples described above yield a number of valuable lessons for practitioners and policy makers to consider when designing school-to-career experiences for English language learners.

Organizing a school around a career theme can provide a handle for English language learners, who gain English skills more quickly when their academic work has a thematic focus.[14]

Small learning communities offer several advantages for English language learners:

1. Their home-like environments counter the impersonal tendencies of the traditional high school and make possible closer relationships between English language learners and their monolingual and bilingual peers.

2. They expedite block scheduling, which is essential for project-based learning which, in turn, serves as an excellent hands-on learning model that is particularly appropriate for English Language Learners (see case study on project-based learning in Chapter 2).

3. They create options for teacher scheduling, so that teachers have time during the school day to provide guidance to English language learners in the workplace and at school and to connect with employers to develop appropriate internships for English language learners.

4. They allow teachers to be flexible in setting deadlines for completing tasks: English language learners and others who need additional time to complete course work can do so in a smaller, more personalized classroom environment.

5. They allow flexibility in student scheduling to facilitate English proficiency. In California, the Calexico school district is restructuring its high school around upper-level thematic learning units, such as business, science/engineering, and visual/performing arts. English language learners will take English Language Development for two periods per day, focusing on "survival English" along with English specifically for the career area of their unit. Students in their non-English native language classes will be offered the same challenging, college-bound curriculum as mainstreamed/monolingual students, so that they can be integrated into mainstream classes at any time.

Small preparatory classes can lead to the integration of English language learners into school-to-career initiatives in the upper grades. As described above, these *school-to-career prep* classes can be native language, ESL, or a combination of both.

The Calexico school district devised a way to *incorporate its small population of English language learners into its newly formed, upper-level* "institutes." These are small learning communities that feature instruction organized around career

themes and intensive use of project-based learning. If English language learners could select an academy, the result would be small numbers of English language learners in each academy–too few to form separate, bilingual classes. Instead, after much deliberation, the district opted to put all English language learners in the Institute for Environmental and Social Relations, which focuses on human relations and human services, the sciences of living things, and the interaction of man and nature. The most popular pathway throughout the school, this institute offers the closest approximation of the competencies measured by the Secretary of Labor's Commission on Achieving Necessary Skills.

Schools that have *strong working relationships among the school-to-career coordinator, the bilingual program director, and guidance counselors* find it fairly simple to integrate English language learners. They do this by addressing issues of student scheduling, pedagogy, and teacher teaming concurrently. Often, the school-to-career coordinator has previously marketed school-to-career across the school. The school-to-career coordinator at Boston's Brighton High School, for example, holds weekly "coffee breaks" to expose faculty to school-to-career: "I give them bagels and coffee, but they have to take a hand-out, view a display of student work, or listen to a student speak about his or her work experience." By the time she collaborated with the bilingual director to initiate the native language pathway, bilingual teachers had already "bought into" school-to-career concepts.

Some schools have found that *changing classroom assignments* can facilitate collaboration between bilingual and mainstream staff. In a Boston high school, bilingual and mainstream school-to-career staff have adjoining classrooms and share science lab space. This has facilitated teacher collaboration and the sharing of materials, even in the absence of common planning time.

In a handful of school-to-career initiatives, *teachers teach in English and another language*, as necessary. While classes are characterized as ESL, teachers can switch to native language instruction when necessary.

CHAPTER IV: FIRST STEPS TOWARD INCREASING THE INVOLVEMENT OF ENGLISH LANGUAGE LEARNERS IN SCHOOL-TO-CAREER

Because the school-to-career movement is relatively new, most schools are only beginning to address how to include the English language learner in school-to-career activities. In Chapter 3, we presented substantial school restructuring models that have proven to increase English language learners' involvement in school-to-career. However, many schools are not in a position to undertake significant restructuring and must start with more modest steps. This chapter is geared toward comprehensive high schools with small school-to-career initiatives that seek to build initial links with separate bilingual departments in order to ensure that English language learners have access to school-to-career activities. We also suggests starting points for reaching out to the bilingual community outside the school–parents, businesses, and community organizations.

Although these suggestions do not have to be undertaken in any particular sequence, many are probably best undertaken concurrently. Steps listed under *School Structure* require action by school administrators, such as principals, bilingual directors, and school-to-career coordinators. Steps listed under *Community Involvement* must be taken in collaboration with partners such as community-based organizations, employers, parents, and postsecondary institutions.

A. School Structure

Create structured opportunities for school-to-career teachers and staff to work with ESL and bilingual teachers and staff.

- Structure common planning time for school-to-career staff and bilingual teachers to address how best to include English language learners in current school-to-career activities.

- Use bilingual aides and tutors to support English language learners who are placed in mainstream school-to-career classes.
- Create an ESL class to specifically support English language learners in mainstream school-to-career classes.
- If large-scale collaboration is not viable, share common materials and space between mainstream and bilingual students and teachers, as this can foster a degree of comfort and rapport necessary for future cooperation.

Train and involve ESL teachers and bilingual educators in project-based learning.

Even if work placements are not immediately available for English language learners, the concepts of hands-on *learning by doing* can still be used through rigorous project-based learning. Like work-based learning, project-based learning allows students to address real-world problems, work in teams, interact with adults outside of the school setting, and improve critical thinking and communication skills. School-to-career teachers can provide in-service training to ESL and bilingual educators in project-based learning; at the same time, ESL teachers can train school-to-career teachers in ESL techniques to promote the involvement of English language learners in mainstream school-to-career classes.

Garner support among all key players within a school for the inclusion of English language learners in school-to-career initiatives.

Examples of key players whose support should be secured include: the principal, assistant principal, school-based management team, guidance staff, director of the ESL department or bilingual education department, the school's school-to-career coordinator, the district-level or local partnership school-to-career coordinator, and the head of the parent-teachers association.

Make sure the person responsible for work-site placements for English language learners (and/or the person who serves as the liaison between the employer and the school) supports their inclusion.

One staff person may be designated for employer outreach within a school, or an intermediary organization, such as a Private Industry Council, may develop work-site placements. Whoever is responsible for this task should be aware of the employment needs of English language learners. In particular, those developing placements should understand the degree of English proficiency of English language learners in order to make appropriate employment matches.

Foster opportunities for English language learners to work together with native English speakers throughout the school.

The recognition that cultural and linguistic diversity is an asset to a school helps foster a climate of inclusion. Teachers and administrators should be mindful of opportunities to encourage the participation of English language learners in all school activities. Such activities help English language learners grow more comfortable working and interacting with native English speakers and vice versa. Examples include:

- Promoting joint projects across classes, such as community service projects.
- Encouraging joint field trips.
- Ensuring inclusion of English language learners in extra-curricular activities.
- Including English language learners in special opportunities such as a school *career night*, *science night*, an end-of-year school festival, and music and drama productions.

Be willing to grow the program incrementally.

Our survey revealed that schools that were most successful in incorporating English language learners into school-to-career

initiatives often started by including a handful of these students at first, then adding more as school-to-career teachers, students, and employers grew comfortable in working with English language learners in a school-to-career setting. Many school-to-career programs also began by first including English language learners who were more advanced in English. Then these "pioneers" were able to serve as peer mentors to the new English language learners.

B. Community Involvement

Invite community-based organizations that serve immigrant and/or non-English speaking communities to be active partners in the school-to-career partnership, both at the community level and at the school level.

Community-based organizations often play a crucial role in newcomer and non-English speaking communities. They assist in the transition to life in the United States, and many residents continue to look to such organizations after they are established to help them negotiate relations with mainstream society. Residents often trust community-based organizations in a way that they do not necessarily trust mainstream institutions. Thus, gaining the support and assistance of such groups in promoting school-to-career activities within the non-English speaking community can be critical. In a school-to-career partnership, they can:

- Provide training to teachers, school-to-career staff, and employers in how to work with English language learners.
- Conduct outreach to parents in native languages.
- Participate on local school-to-career partnership boards to ensure that the needs of English language learners and linguistically different communities are taken into account in planning new initiatives
- Help translate and adapt school-to-career materials to meet the needs of English language learners

- Serve as employers for English language learners or as partners for community service projects.
- Provide tutors, mentors, or support services that may be critical to enabling English language learners to stay in school-to-career initiatives.
- Act as a liaison to the local bilingual business community.

Identify and recruit local bilingual and bicultural business people to serve as employers and partners in local school-to-career partnerships.

Local bilingual/bicultural business people are an important and often untapped resource that can strengthen your school-to-career partnership in a number of ways:

- Bilingual/bicultural employers can provide bilingual work-based learning experiences for English language learners. Such experiences may be ideal for English language learners (particularly those who are least English proficient) who can maintain their bilingualism and their bicultural identity while interacting with mainstream, English-speaking society and are exposed to a variety of learning opportunities through the world of work.
- Bilingual business people can serve as formal or informal role models and mentors to English language learner youth.
- Bilingual business people can help recruit other bilingual employers in the community, thereby expanding the potential pool of work-site learning opportunities available to English language learners.
- Including respected bilingual business people and community leaders on local school-to-career partnerships and in planning meetings may be crucial to gaining the support of non-English speaking parents and community leaders for school-to-career initiatives.
- The inclusion of bilingual business people sends a signal to the community that school-to-career is an initiative that can aid in

long-term community economic and workforce development and is not simply a reworked "vocational education" program.

Educate parents of English language learners about school-to-career.

Parental support of a child's inclusion in school-to-career activities is critical. However, non-English speaking parents may be suspicious of programs that do not fit the traditional model of schooling. It is important that school-to-career staff:

- Listen to the parents of English language learners and take their concerns seriously.
- Learn how to address these concerns and explain the benefits of school-to-career in a culturally appropriate and respectful manner.
- Inform and educate these parents about school-to-career through community meetings, parent nights, PTA meetings, home visits, community forums, and translated materials regarding school-to-career.

Involve English language learners' parents in school-to-career and use them as resources.

Non-English speaking parents of English language learners can:

- Identify work placement and/or community service opportunities within the local community.
- Recruit bilingual employers, community leaders, and other parents to the cause of school-to-career.[5]

Make the connection between the inclusion of English language learners in school-to-career initiatives and the long-term economic development of local non-English speaking communities.

Just as with English speaking communities, the non-English-speaking community must be educated about the ways school-to-career can contribute to the development of the future workforce and the local economy. By becoming involved in school-to-career partnerships, local residents can help determine the future of their community.

One way to start is by holding a community forum or focus group for parents, community leaders, and business people in the non-English speaking community to discuss school-to-career strategies, ways to recruit local employers, and how school-to-career might fit into both short-term and long-term community economic development goals. When making plans for meetings or forums in non-English speaking communities, consult members of the community to ensure that outreach is conducted appropriately, materials are translated, and sufficient interpretation services are available at the meeting.

Train all school-to-career employers–both bilingual and mainstream–to think creatively in the employment of English language learners.

An employer may be reluctant to create work placements for English language learners because of preconceived ideas about their ability to perform in the workplace. It is important to work with the business community to dispel some of these ideas and help employers think "out of the box". At a training session, seasoned employers could talk about their positive work experiences with English language learners. A series of breakfast or lunch meetings at the work site could be held for supervisors of English language learners to address their concerns and provide them with relevant information. Topics to be addressed with employers and supervisors might include:

- *The cultural differences English language learners may bring to the workplace*: Knowing which behavior is culturally derived, and which is not, may be critical to the work-site performance and assessment of English language learners.
- *Appropriate jobs for English language learners*: Employers might identify work in their businesses that requires critical thinking skills but does not require proficiency in English. For example, some hospitals start English language learners in the records department or the pharmacy, jobs in which customer service is not the focus. At the same time, employers may need

help in thinking about how to structure placements so that those learning English as a foreign language gradually gain more exposure to the language.

- *Strategies for supervisors to reinforce the message to English language learners that bilingualism is a positive attribute*: Supervisors may need to learn this lesson as well.
- *Ways to identify employees who may have sufficient skills or interest in supervising English language learners.*
- *Locating businesses that may be interested in providing work-based learning opportunities for English language learners*: These might include employers that have come from immigrant backgrounds themselves.

Develop ties to bilingual/bicultural associations on the campuses of local colleges and postsecondary institutions.

Bilingual/bicultural college students are often eager to help students who are going through the same struggle they once did. These students can serve as invaluable resources and role models to English language learners. In particular, they can:

- Serve as research assistants in high schools for English language learners who are working on projects outside the classroom.
- Help tutor them either during or after school.
- Discuss their own course of study during in-class presentations.
- Provide tours of their college campus.

CONCLUSION

This guide has focused on research and practice in the field that underscore the important role of school-to-career programs in helping English language learners improve their career and postsecondary education prospects. It also provides direction for bilingual educators who have raised concerns about school-to-career programs that don't specifically address the needs of English language learners. We have highlighted efforts across the country that represent creative solutions to the problem of involving this population in high-quality school-to-career initiatives.

As we noted at the outset, this guide can serve as a resource tool for those who want to know more about how to run a successful school-to-career program that includes, or targets, English language learners. By describing typical challenges that can arise when English language learners participate in experiential learning programs, alongside suggestions for initiating a successful program geared to their needs, we have tried to present a balanced view of both the challenges and possibilities schools have experienced when designing school-to-career programs for English language learners.

Many schools already realize the practical opportunities that can come out of a carefully designed school-to-career program for English language learners. These students build their academic, communication, and technical skills, make personal and professional connections with people in their communities, and develop self-confidence. We hope this guide will help bilingual teachers and administrators, along with school-to-career program staff, to improve the access that all students have to opportunities for employment and further education, engaging young people in the full range of activities in their communities.

ENDNOTES

1. *School-to-career* and *school-to-work* describe the same movement. This document will use the term school-to-career, given its clearer focus on creating wider educational and economic opportunities for students upon graduation from high school. For more details on school-to-career and the School To Work Opportunities Act and its components, contact the federal government's School to Work Opportunities Information Center, 330 C Street SW, Washington, DC, 20202-7100. Tel: (202)401-6222, www.stw.ed.gov.

2. See, for example, The ASPIRA Association, Inc. (1994). *School-to-work: Opportunity or barrier?* (Issue Brief). Washington, DC: author.

3. To obtain information about English language learners' involvement in school-to-career, we contacted school-to-career directors in California, Florida, New York, New Mexico, and Texas; members of school-to-career local partnerships in major cities in California, Florida, New York, New Mexico, Texas, Connecticut, Illinois, and Massachusetts; staff at youth policy organizations, including the American Youth Policy Forum and the National Youth Employment Coalition; national education and school-to-career organizations including the Manpower Demonstration Research Corporation, the National Office of School to Work, the National Center for Research in Vocational Education, the Academy for Educational Development, the Council of Chief State School Officers, the Corporation for Business, Work, and Learning, the Technology Education Resource Center (TERC), and the Center for Resource Management; bilingual and ESL policy organizations including Teachers of English Speakers of Other Languages (TESOL), the Center for Applied Linguistics, the National Center for Bilingual Education, the National Association of Bilingual Educators, Multicultural Education Training and Advocacy, National Council of Teachers of English, and the

National Coalition of Advocates for Students; and ASPIRA, the National Council of La Raza, and the Intercultural Development and Research Association.

4. ProTech is a multi-year school-to-career program that combines rigorous academic instruction, a sequence of work-site learning experiences in the eleventh and twelfth grades, and additional supports after high school.

5. National School-to-Work Office. (1997). *School-to-work opportunities grant awards.* (Fact sheet). Washington, DC: author.

6. Rennie, J. (1993). ESL and bilingual program models. (ERIC Clearinghouse on Languages and Linguistics NO. ED362072).

7. U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. (1997). *Digest of education statistics for limited English proficient students.* (Pocket digest). Washington, DC: National Clearinghouse for Bilingual Education.

8. See case study in chapter three.

9. Project Propel, The International High School. (1993). *Project Propel handbook: Resources for adopting sites.* (Handbook). Long Island City, NY: author.

10. It would be necessary to consult with a lawyer about this practice; undocumented students cannot receive a wage that is tied to hourly work, but they may be allowed to receive a fixed stipend.

11. Rigg, P. & Allen, V.G. (Eds). (1989). *When they don't all speak English: Integrating the ESL student into the regular classroom.* Urbana, IL: National Council of Teachers of English, p. xi.

12. Intercultural Development Research Association. (1995). *Coca-Cola Valued Youth Program stewardship report.* (Report). San Antonio, TX: author.

13. For more information on the Coca Cola VYP, including a listing of publications, consult the organization's Website: http://www.idra.org/ccvyp

14. Jim Cummins points out the importance of theme-based learning for accelerating academic language learning among English language learners: "The movement towards an integrated thematic curriculum is very much consistent with attempts to accelerate second language learners' academic development. When the curriculum addresses similar themes (e.g., 'habitats') in different content areas (e.g. language arts, science, math, social studies) students' understanding of the issues is deepened and their capacity for critical thinking extended. Thematically-organized curriculum builds students' background knowledge, thereby facilitating learning and active language use. Students can use the scientific knowledge they have on, for example, habitats, to inform their own creative writing on any number of issues (e.g., home, community, inter-group conflicts, etc.)." Cummins cites a number of recent studies that confirm this statement (i.e., Garcia, 1991, and Henderson and Landesman, 1992). See Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society.* Los Angeles, CA: California Association for Bilingual Education, pp. 85-86.

15. Schnaiberg, L. (1997). The politics of language. *Education Week*, 16 (23), 25-27.

16. See, for example, Gandra, P. & Merino, B. (1993). Measuring outcomes of LEP programs: Test scores, exit rates, and other mythological data. *Educational Evaluation and Policy Analysis*, 15 (3), 320-338.

17. Although most short-term studies have failed to demonstrate the superiority of transitional bilingual programs for English language learners, recent long-term studies of English language learners' academic achievement demonstrate that late-exit transitional bilingual programs and two-way programs intended to develop literacy in both the native language and English appear to help English language learners perform better in high school. See Shaper Walters, L. (1998). The bilingual education debate. *The Harvard Education Letter*, 14 (3), 1.

Appendix I: Education for English Language Learners

Students who are learning the English language may be in a bilingual program, they may be "mainstreamed" with native English speakers and receiving additional support in their native language, or they may be mainstreamed with no support. State policies for educational services for bilingual students vary tremendously, as does local implementation of those requirements. For example, Boston operates under its own court-ordered "Voluntary Lau plan", which details outreach, assessment, and educational services for Limited English Proficient students in the Boston Public Schools. Its protocol is more stringent than that of the Massachusetts' Transitional Bilingual Education law.

The term *bilingual education* encompasses a wide variety of educational approaches. All bilingual programs use students' home language along with English, and teachers must be proficient in both languages. Bilingual programs are used in communities with a large number of students from the same language background. Transitional bilingual education programs provide native language instruction to English language learners, with decreasing support as the student's English skills progress. Two-way bilingual programs, also known as developmental bilingual programs or dual language programs, combine English language learners with English-speaking students in a single classroom. Instruction is provided in two languages, and all students are expected to become fully bilingual.

English-as-a-Second-Language (ESL) programs are not considered bilingual programs. They give English language learners instruction in the English language. ESL programs can serve students from different language groups in one class, and teachers do not need to be proficient in the home language(s) of their students. ESL instruction may or may not be paired with native language instruction. Content-based ESL teaches academic content

while students acquire English. In sheltered content classes, students study subjects taught in English by either ESL or content-area teachers. The classes are taught to meet the objectives for the content area set out for all students, but instruction is adapted so the language and content are accessible to students learning English.

The question of which is the best approach to educating a young non-English speaker is contentious. "There is no common definition of what a 'successful' bilingual education program is. Some argue the measure should be how quickly students enter the mainstream. Others would measure how well students keep up academically while learning English, regardless of how long that takes. Still others say the test should be whether a program produces a fully bilingual person capable of writing, reading, and speaking in two languages."[15]

What further complicates this debate is that it takes far less time to learn to speak everyday English than it does to gain the facility required to achieve academically in non-contextualized situations. A student may have a well-developed "surface" ability to communicate in English without having the complex language skills required for academic success. In fact, researchers do not agree about the exact nature of the relationship between academic achievement and language proficiency.[16]

Recently, these issues have been surrounded by political uproar as public attention has focused on the cost of immigrants to the United States. Even as studies have revealed new evidence of benefits for students who get a strong foundation in more than one language,[17] many states and school districts are scrutinizing funding for bilingual education and proposing to cutback or restrict programs. Most notably, on June 2, 1998, California voters approved Proposition 227, which could eliminate bilingual education in that state. Also known as the *English for the Children* initiative or the *Unz* initiative after the name of its chief sponsor, Proposition 227 proposes the replacement of current bilingual

programs with a maximum of one year of sheltered English immersion. If Proposition 227 survives court challenges, it could lead to a major shift in how the nation's largest population of limited-English proficient students is educated.

Appendix II: Glossary

Bilingualism: The ability to effectively communicate in two languages.

Community-based organization: For the purposes of this report, community-based organizations are health and/or human or social service organizations located in the communities in which English language learners reside and that provide one or more direct services to English language learners and their families.

ELL: English language learner: A person whose first language is not English and who is learning English as a second or additional language.

ESL: English as a Second Language: A course of study that teaches English to non-native speakers of English, employing methodology unique to second-language acquisition.

Linguistic minority student: A student whose primary language is something other than standard English, regardless of the student's level of English proficiency.

LEP: Limited English Proficient: An official designation originating with U.S. civil rights law, it describes a person who is not considered to be proficient in standard English language skill areas. A person may be limited in all language skill areas (listening, speaking, reading, writing) or in only one or more of these areas.

Native language: Also called the mother tongue or home language. This is generally thought of as the first language a person learns.

Appendix III: Interviewees

Jobs for the Future gratefully acknowledges the assistance of the following people, who generously gave their time to discuss English language learners and school-to-career:

California

John Burdick, Watsonville Video Academy
Steve Brandick, Bilingual Teacher Preparation Program, Los Angeles
Michele Buetler, Fontana Unified School District
Gloria Cox, Los Angeles Unified School District
Bea Hall, San Francisco Public Schools
James Konantz, Los Angeles Unified School District
Gilbert Mendez, Calexico School District
Diana Nave, Youth Services Academy, Los Angeles
Emily Palacio, Calexico School District
Fred Prince, Belmont High School, Los Angeles
Marisa Saunders, Harvard Graduate School of Education, residing in Los Angeles
John Sparks, Harbor College, Los Angeles
Richard Tellez, Marshall High School, Los Angeles
Randy Wallace, Tulare County Office of Education

Connecticut

Steve Hoag, Connecticut Department of Education
John Terrazzi, New Haven School District

Florida

Rosa Castro Fineberg, Miami
Lupe Diaz, Miami Beach High School
Lucy Herrera, Dade County Public Schools
Cindy Pledger, Region 6 School to Work Office

Illinois

Chris Cook, Illinois State Board of Education

Massachusetts

Boutros G. AbiRamia, Boston Medical Center, Boston
Judy Blanco, East Boston High School, Boston
Tom Burke, Brigham and Women's Hospital, Boston
Sandra CaÕas, Cambridge Community Services, Cambridge
Aprilis Diaz Hernandez, Boston Private Industry Council
Anne Dolan, Boston Public Schools
Lilliana Gallagos, Partners Health Care, Boston
Kathy Hamilton, Boston Private Industry Council
Jackie Kaminski, Corporation for Business, Work, and Learning, Lowell
Jean LaTerz, Brighton High School, Boston
Barbara Locurto, Boston Public Schools
Elsa Montano-Arroyo, Boston Public Schools
Kathi Mullin, Boston Public Schools
Carmen O'Connor, Brighton High School, Boston
Aida Quinones, Brighton High School, Boston
Susan Rabbitt, Springfield United Way, Springfield
Pedro Rivera, Corporation for Business, Work, and Learning, Springfield
Deb Scire, Massachusetts Department of Education
Charles Skidmore, Brighton High School, Boston
Noreen Stack, El Centro del Cardenal, Boston
Ruth Weinstein, Brighton High School, Boston
Leslie Wilson, Boston Medical Center, Boston

New Mexico

Ron Chavez, Youth Development, Inc., Albuquerque
Vivian Lavalley, Bernalillo High School, Albuquerque

New York

Priscilla Chavez-Reilly, Leadership Secondary High School, New York City
Richard Delano, *Scholastic Magazine*, New York City

Dr. Marie Howell, Martin Luther King, Jr. High School, New York City
Heather Laval, Washington Irving High School, New York City
Pedro Leon, Liberty High School, New York City
Denise McKenna, Project LEARN, New York City
Pilar Navarro, Leadership Secondary High School, New York City
Luis Reyes, New York City Board of Education, New York City
Madeline Shulman, Seward Park High School, New York City
Reid Streiby, Bronx Community College, New York City
Claire Sylvan, International High School, New York City

Rhode Island

Susan Rotblat-Walker, Rhode Island Department of Education

Texas

Jimmie Faye Beal, Student Entrepreneur Center, Ysleta
Dee Bednar, Texas Workforce Commission, Austin
Linda Cantu, Intercultural Development Research Association, San Antonio
Carl Cooper, Socorro School District
Terry Favela, Ranchland Hills Middle School, Ysleta
Pam McCollum, Intercultural Development Research Association, San Antonio
Ester Natera, Center for Careers and Technology High School, El Paso
Marta Provenghi, Ranchland Hills Middle School, Ysleta
Carlos Rodriguez, El Paso Independent School District
Anthony Trujillo, Ysleta School District

Washington, DC

Chris Camillo, National Office of School to Work
Ed DeJesus, National Youth Employment Coalition
Jim Lyons, National Association of Bilingual Educators

REFERENCES

The ASPIRA Association, Inc. (1994). *School-to-work: Opportunity or barrier?* (Issue Brief). Washington, DC: author.

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society.* Los Angeles, CA: California Association for Bilingual Education.

Gandra, P. & Merino, B. (1993). Measuring outcomes of LEP programs: Test scores, exit rates, and other mythological data. *Educational Evaluation and Policy Analysis,* 15 (3), 320-338.

Intercultural Development Research Association. (1995). *Coca-Cola Valued Youth Program stewardship report.* (Report). San Antonio, TX: author.

Multicultural Education, Training and Advocacy (META, Inc.). (1996). *School-to-work opportunities act programs and limited English proficient students: An initial overview.* (Report). Somerville, MA: author.

National School-to-Work Office. (1997). *School-to-work opportunities grant awards.* (Fact sheet). Washington, DC: author.

Rennie, J. (1993). *ESL and bilingual program models.* (ERIC Clearinghouse on Languages and Linguistics No. ED362072).

Project Propel, The International High School. (1993). *Project Propel handbook: Resources for adopting sites.* (Handbook). Long Island City, NY: author.

Rigg, P. & Allen, V.G. (Eds). (1989). *When they don't all speak English: Integrating the ESL student into the regular classroom.* Urbana, IL: National Council of Teachers of English.

Schnaiberg, L. (1997). The politics of language. *Education Week,* 16 (23), 25-27.

Shaper Walters, L. (1998). The bilingual education debate. *The Harvard Education Letter,* 14 (3), 1.

U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. (1996). *Digest of education statistics for limited English proficient students.* (Pocket digest). Washington, DC: National Clearinghouse for Bilingual Education.

The Northeast and Islands Regional Educational Laboratory
A Program of The Education Alliance at Brown University

Adeline Becker
Executive Director, The Education Alliance

Phil Zarlengo
Executive Director, the LAB at Brown University

LAB Board of Governors

Vincent Ferrandino
Chair

Marjorie Medd
Vice Chair

Board Members

J. Duke Albanese
Barbara Bailey
Pamela Berry
James Connelly
Rudolph Crew
Paul Crowley
Liston Davis
Katharine Eneguess
Victor Fajardo
Charlotte K. Frank
David Driscoll
Marc Hull
Edward McElroy
Peter McWalters
Richard Mills
Thong Phamduy
Daria Plummer
Anne Rider
Arthur Robbins
Olga Lucia Sallaway
Theodore Sergi
David Sherman
Jeanette Smith
Jill Tarule
Elizabeth Twomey